



INTEGRATED STUDIES OF EDUCATIONAL TECHNOLOGY

WWW E-RATE SURVEY

FALL 2000

PLEASE NOTE:
THE ONLINE VERSION OF THIS SURVEY IMPLEMENTS SKIP PATTERNS THAT GUIDE THE RESPONDENT TO THE APPROPRIATE SERIES OF QUESTIONS. BECAUSE OF THIS AND OTHER PROGRAMMING CONSIDERATIONS, THE ONLINE VERSION WILL LOOK DIFFERENT FROM THIS HARD COPY OF THE E-RATE SURVEY, BUT WILL HAVE THE SAME CONTENT.

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Public reporting burden for this collection of information is estimated to average about 120 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Department of Education, 400 Maryland Avenue, SW, Room 5624, Regional Office Building 3, Washington, DC 20202; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0179, Washington, DC 20503.

A project of the Department of Education, Planning and Evaluation Services.

This project is being conducted under Title III of PL 103-382 and the Telecommunications Act of 1996. While you are not required to respond, your cooperation is needed to make the results of the study comprehensive, accurate and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.

O.M.B. NO. 1875-0189 Approval Expires 09/30/2001

To better understand the role and use of information technology in schools, the U.S. Department of Education has contracted with SRI International, The Urban Institute, and the American Institutes for Research to conduct linked studies on the availability and uses of educational technology among states, school districts, schools, and teachers across the country. Collectively, these research and evaluation efforts are referred to as the *Integrated Studies of Educational Technology*, and will comprise one of the largest and most comprehensive national studies on the role of technology in American elementary and secondary schools to date.

This survey of schools is designed to capture detailed information about the nature and adequacy of educational technology in the Nation's public schools. While you are not required to respond, your cooperation is needed to make the results of this survey of educational technology comprehensive, accurate, and timely. Thank you for your participation in this important study.

DEFINITIONS

Educational Technology — A variety of technologies used to support instruction such as: computers, (laptops, desktops, etc.) telecommunications, (Internet, Local networks, etc.) digital cameras, peripheral devices, (printer, scanner, etc.) graphing calculators, and software.

Distance learning – Refers to the transmission of information from one geographic location to another via various modes of telecommunications technology.

E-mail (Electronic mail) – Refers to text messages transmitted across networks and usually accessible only by the addressee.

Full-Time Equivalent (FTE)— this is a measure of your staff capacity that is calculated by adding the number of full-time staff to the sum of the "fractional" part-time staff. For example, a 50% staff person, and two 25% person staff equal one (1) full-time equivalent ($0.5 + 0.25 + 0.25 = 1.0$).

Multimedia – Refers to the use of a computer to produce any combination of text, full color images and graphics, video, animation, and sound.

Instructional rooms - refers to rooms in the school building used for any instructional purposes (includes classrooms, labs, library/media centers, art rooms, rooms used for vocational or special education, etc.).

Types of Internet Connections:

- **Cable modem** - provides greater bandwidth from Internet Service Providers that enables faster data transfer than is possible using a 33.6 kbps modem, 56 kbps modem, or 128 kbps ISDN connection. Cable networks are supplied by cable companies and generally use fiber-optic cabling to form connections, although some cable companies may rely on co-axial cabling.
- **DS1** - refers to a digital transmission speed of 1.544 Mega (million) bits per second.
- **DS3** - refers to a digital transmission speed of 45 Mega (million) bits per second.
- **Dial-up connection** - customer is only connected to the Internet when his/her modem dials the Internet Service Provider's telephone number to establish the connection.
- **56Kb** - a digital transmission speed of 56 Kilo (thousand) bits per second.
- **Fractionalized T1** - T1 line that is split to allow for data communication and voice communication (as opposed to a T1 line used for data communication only).
- **Fractionalized T3** - T3 line that is split to allow for data communication and voice communication (as opposed to a T3 line used for data communication only).
- **ISDN (Integrated Services Digital Network)** - phone line that moves data digitally and integrates voice and data.
- **T1** - refers to a digital transmission speed of 1.536 Mega (million) bits per second.
- **T3** - refers to a digital transmission speed of 45 Mega (million) bits per second.

1. Your E-Mail Address: _____
2. a. National Center for Educational Statistics (NCES) number: _____ *pre-filled*
- b. District or School name: _____ *pre-filled*
3. For which years did you apply for E-Rate funding? When were you notified of your funding commitment? (Check one under applied for each year, and if applied is "yes," check one under "receipt of commitment" for each year)

	APPLIED?			RECEIPT OF COMMITMENT?						
	YES	NO		Not Approved	Fall '98	Spring/ Summer '99	Fall '99	Spring/ Summer '00	Fall '00	Don't Know
Year One (1/98-6/99)	<input type="radio"/>	<input type="radio"/>	➔	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Year Two (7/99-6/00)	<input type="radio"/>	<input type="radio"/>	➔	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Year Three (7/00-6/01)	<input type="radio"/>	<input type="radio"/>	➔	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Approximately how many vendors responded to your E-Rate application for the most recent application year?

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5. Approximately how many hours of staff time were spent on the E-Rate application process in the most recent application year?

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6. Did you encounter any problems with the E-Rate application process during the most recent application year?
 - ☐ Yes
 - ☐ No (*Go to Q. 8*)
7. To what extent did you encounter the following difficulties with the E-Rate application process during the most recent application year? (Answer each item below)

Difficulty with E-Rate application process:	NOT AT ALL	SOME-WHAT	A GREAT DEAL
The information provided by the Schools and Libraries Division of the FCC was unclear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting required ID numbers for my district, schools, or libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding the requested information on our current educational technology resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting the data needed to calculate our discount rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding local vendors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining necessary information from the vendors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding vendors with the capacity to meet our needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing an educational technology plan in order to be eligible for E-Rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dealing with changes to our requested equipment or services during the application period	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting required signatures and/or other internal approvals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delays in receiving funds from the SLD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working within the constraints of State/district policies or procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8. In your most recent E-Rate application, for what types of services or equipment was funding requested?
(Answer each item below)**

	YES	NO
Telecommunications Services		
Basic telephone service (local and long-distance service, toll charges, call blocking, local loops, local measured service, message rate service, paging service)	<input type="radio"/>	<input type="radio"/>
Cellular telephone service	<input type="radio"/>	<input type="radio"/>
Cable TV access, Video Service	<input type="radio"/>	<input type="radio"/>
Basic Exchange Telecommunications Radio Service (BETRS), Programmed Audio Service	<input type="radio"/>	<input type="radio"/>
Satellite service, Personal Communications Service (PCS)	<input type="radio"/>	<input type="radio"/>
Serial digital or regular video service	<input type="radio"/>	<input type="radio"/>
Telephone equipment (switches, CENTREX, frame relays, permanent virtual circuits)	<input type="radio"/>	<input type="radio"/>
Special data lines: Digital Subscriber Lines (any version of DSL), T-1 (fractionalized and Sub-T-1 facilities), Digital Signal 1 (DS-1), ISDN, SMDS	<input type="radio"/>	<input type="radio"/>
Homework hotline service	<input type="radio"/>	<input type="radio"/>
Distance Learning (Video and Audio Based), Interactive TV	<input type="radio"/>	<input type="radio"/>
Internal Connections		
Backbone cabling and other internal wiring	<input type="radio"/>	<input type="radio"/>
Local Area Network (LAN), Terminal Server	<input type="radio"/>	<input type="radio"/>
Data digital tape drive, RAID, Tape Backup	<input type="radio"/>	<input type="radio"/>
Servers and/or monitors	<input type="radio"/>	<input type="radio"/>
Private Branch Exchange (PBX), CENTREX console , switchboard, or printer, Relay I/O Module	<input type="radio"/>	<input type="radio"/>
Eligible software	<input type="radio"/>	<input type="radio"/>
Other adjunct equipment and services: Antennae, Automatic Route Selection (ARS), address blocking, battery module and backup, back up power supply, broadband amplifier, cable box, channel or data service unit, conduit, connector, coupler, DIMM, Ethernet cards, converters, and modules, FTP, FRAD, graphic cards/adapters, hard disk array control, line sharing device, media converter, medium access unit, network interface or multiport serial cards, network interface device, multiplexing, power conditioner, poles, and strips, raceway, routers, purchased satellite dishes, SNMP System Management Module, transceivers, TX or FX converter, UPS interface expander, wire manager, and other eligible services and equipment.	<input type="radio"/>	<input type="radio"/>
Programming Charges	<input type="radio"/>	<input type="radio"/>
Access to the Internet		
Internet access service	<input type="radio"/>	<input type="radio"/>
E-mail service	<input type="radio"/>	<input type="radio"/>
Satellite access to Internet and leased satellite dishes	<input type="radio"/>	<input type="radio"/>
Browser	<input type="radio"/>	<input type="radio"/>
Firewall service	<input type="radio"/>	<input type="radio"/>
Web site and domain name creation	<input type="radio"/>	<input type="radio"/>
System Improvements and Upgrades	<input type="radio"/>	<input type="radio"/>

9. What sources of technical assistance did you receive to complete your most recent E-Rate application?
How would you rate the effectiveness of the assistance you obtained? (Answer each item below)

TYPE OF TECHNICAL ASSISTANCE	SOURCE OF ASSISTANCE OBTAINED?				IF OBTAINED: HOW USEFUL WAS THE ASSISTANCE?		
	Yes	No	Don't know		Not at All Useful	Moderately Useful	Very Useful
FROM THE STATE OR DISTRICT:							
Conference or regional briefings to discuss application requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training sessions for application writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training sessions for developing educational technology plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback on educational technology plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visits by state or district staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone/e-mail help lines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web-based materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-mail distribution list or listserv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sample technology plans (whole or pieces of applications)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sample successful applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FROM THE FEDERAL GOVERNMENT:							
Schools and Libraries Division of the FCC (including from their website)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional Technology in Education Consortium (R*TEC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional Education Laboratories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FROM COMMERCIAL SOURCES:							
Equipment and/or service vendors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OTHER GROUPS:							
A professional organization (e.g., American Federation of Teachers, National Education Association, American Association of School Administrators, National School Board Association)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Society for Technology in Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An institution of higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Has your district/school ever been part of an E-Rate consortium?

- ☐ Yes
☐ No (Go to Q.13)

11. If yes, what were the reasons for joining a consortium? (Answer each item below)

	YES	NO
To simplify the application process	<input type="radio"/>	<input type="radio"/>
To increase the discount rate we would obtain	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>

12. How are the E-Rate funds distributed to consortium members? (Check one)

- ☐ Based on enrollment
☐ Based on poverty level
☐ Based on need for equipment and services
☐ Other. Please specify: _____

13. Were any of the following influential in your district/school decisions about the use of E-Rate funds in your most recent application year? (Answer each item below)

	NOT APPLICABLE OR DON'T KNOW	NOT AT ALL	SOMEWHAT	A GREAT DEAL
State policy guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District educational technology plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District educational technology staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District technology committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District federal program staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District curriculum/instruction staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School principal/school administrative team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School librarian or media specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of other funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Which of the following best describes how decisions are made, in general, regarding the use of E-Rate funds in your most recent application year? (Check one)

- ☐ All by the district
- ☐ District with school input
- ☐ Jointly by district and school
- ☐ School with district input
- ☐ School alone
- ☐ Other. Please specify: _____

15. In your most recent application year, were E-Rate subsidies targeted to specific types of schools in your district?

- ☐ Yes
- ☐ No (Go to Q. 17)

16. To which types of schools were E-Rate subsidies directed? (Answer each item below)

	YES	NO
Schools that showed initiative in the application process	<input type="radio"/>	<input type="radio"/>
Schools receiving Title I funds	<input type="radio"/>	<input type="radio"/>
Schools with a large number of LEP students	<input type="radio"/>	<input type="radio"/>
Schools with a large number of students with disabilities	<input type="radio"/>	<input type="radio"/>
Low performing schools	<input type="radio"/>	<input type="radio"/>
High performing schools	<input type="radio"/>	<input type="radio"/>
Elementary schools	<input type="radio"/>	<input type="radio"/>
Middle/Junior high schools	<input type="radio"/>	<input type="radio"/>
High schools	<input type="radio"/>	<input type="radio"/>
High poverty schools	<input type="radio"/>	<input type="radio"/>
Schools demonstrating high technology need	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>

17. In your most recent application year, approximately what percent of E-Rate funds were used to add new services or equipment (i.e., expanding current educational technology resources rather than upgrading or improving existing equipment or services)? _____%

18. In your most recent application year, did you have a reason to acquire different equipment/services (or different quantities) than were specified in your original E-Rate application? For example, dropping prices could allow the acquisition of more telecommunications equipment than originally planned.

- ☐ Yes
- ☐ No (Go to Q.20)

19. What caused the change? (Answer each item below)

	YES	NO
New/better educational technology became available	<input type="radio"/>	<input type="radio"/>
Price changes affected the quantity that could be acquired	<input type="radio"/>	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>

20. Has the receipt of E-Rate subsidies resulted in the acquisition of additional funds or in-kind contributions from other sources? (Answer each item below)

	YES	NO
Additional funding for technology	<input type="radio"/>	<input type="radio"/>
Additional in-kind contributions	<input type="radio"/>	<input type="radio"/>

21. Were librarians/media specialists involved in your most recent E-Rate application process?

- ☐ Yes
- ☐ No

22. Were E-Rate discounts for school libraries or media centers specifically included as part of your most recent E-Rate application?

- ☐ Yes
- ☐ No

23. What effect has E-Rate funding had on school libraries or media centers? (Answer each item below)

	YES	NO
Improved connectivity to the Internet	<input type="radio"/>	<input type="radio"/>
Increased use of the library/media center	<input type="radio"/>	<input type="radio"/>
Greater role for the librarian/media specialist in supporting instruction	<input type="radio"/>	<input type="radio"/>

24. Which of the following most closely describes your job title? (Check one)

- ☐ District Technology Coordinator
- ☐ Other District Staff
- ☐ School Principal
- ☐ School Assistant Principal
- ☐ School Technology Coordinator/Teacher
- ☐ School Department Head
- ☐ Classroom Teacher
- ☐ Other. Please specify: _____

25. Please share with us any comments you have regarding the E-Rate program, e.g., what has been the most important benefit of the program? What changes would you recommend to the program?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. The overall appearance is that of a clean, unused piece of stationery.

THANK YOU!

If you have any questions about this survey, please contact Kristen Olson at kolson@ui.urban.org. All study participants will be notified of the availability of the final report once it is completed. Thank you very much for your time.